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AUTHOR	Scott, Thelma J.
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ABSTRACT

The Career Guidance Program at Hood River Valley High School in Hood River, Oregon, is an integral part of the total school plan. The overall purpose of the program is to aid students in establishing realistic goals by providing necessary guidance and activities to carry out a flexible and individualized total school plan. Success of the program stems from the facts that the curriculum is totally clusterized with 17 career clusters; progress with the curriculum is based on demonstrating achievement of performance objectives written for modules of the 17 career clusters; and all staff members, including administrators, counselors, and teachers receive special training in the area of guidance and are responsible for guiding students through their career cluster requirements. Other documents in this series are CG 008 165 through CG 008 167 and CG 008 169 through CG 008 176. (Author)

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CASE STUDIES IN PRACTICAL CAREER GUIDANCE
NUMBER 4

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Career Guidance Program

Hood River Valley High School

Hood River, Oregon

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TECHNICAL REPORT

Contract No. OEC-0-72-4986

CASE STUDIES IN PRACTICAL CAREER GUIDANCE

NUMBER 4

Career Guidance Program
Hood River Valley High School
Hood River, Oregon

Thelma J. Scott

American Institutes for Research
in the Behavioral Sciences
Palo Alto, California
June, 1973

The project reported herein was performed pursuant to a contract from the U.S. Office of Education, Department of Health, Education, and Welfare. The opinions expressed, however, do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

U.S. Department of

HEALTH, EDUCATION, AND WLEFARE

Office of Education

Office of Planning, Budgeting, and Evaluation

This case study is one in a series of thirteen which was produced by the Youth Development Research Program of the American Institutes for Research under contract with the Office of Planning, Budgeting, and Evaluation of the U.S. Office of Education. The purpose of the contract was to examine the practical career guidance, counseling, and placement which is provided to noncollege-bound secondary level students. As part of the effort, programs which are making an illustrative attempt to deal with the needs of noncollege-bound youth were identified and described in case studies. Case studies have been written on the following programs:

1. Baltimore Placement and Follow-up Program
   Baltimore City Public Schools
   Baltimore, Maryland

2. Career Development Center
   Troy High School
   Fullerton, California

3. Career and Educational Planning Program
   Pioneer Senior High School
   San Jose, California

4. Career Guidance Program
   Hood River Valley High School
   Hood River, Oregon

5. Computerized Vocational Information System
   Willowbrook High School
   Villa Park, Illinois

6. Coordinated Vocational and Academic Education
   North Gwinnett High School
   Suwanee, Georgia

7. Developmental Career Guidance Project
   Detroit Public Schools
   Detroit, Michigan

8. Employability Development Team
   Cleveland Public Schools
   Cleveland, Ohio

9. Job Development Program
   Cleveland Public Schools
   Cleveland, Ohio

10. Kimberly Guidance Program
    Kimberly High School
    Kimberly, Idaho

11. Lenawee Vocational-Technical Center and Placement Program
    Adrian, Michigan

12. Occupational Learning Center
    Syracuse City School District
    Syracuse, New York

13. Youth Career Action Program
    San Jose Unified School District
    San Jose, California

Other products of this contract include Practical Career Guidance, Counseling, and Placement for the Noncollege-Bound Student: A Review of the Literature, and the project's final report which is entitled Planning, Structuring, and Evaluating Practical Career Guidance for Integration by Noncollege-Bound Youths. The final report outlines a planning-evaluation model which program personnel may use in developing local career guidance counseling and placement services.

CAREER GUIDANCE PROGRAM
HOOD RIVER VALLEY HIGH SCHOOL
HOOD RIVER, OREGON

Abstract

The Career Guidance Program at Hood River Valley High School in Hood River, Oregon, is an integral part of the total school plan. The overall purpose of the program is to aid students in establishing realistic goals by providing necessary guidance and activities to carry out a flexible and individualized total school plan. Success of the program stems from the facts that the curriculum is totally clusterized with 17 career clusters; progress with the curriculum is based on demonstrating achievement of performance objectives written for modules of the 17 career clusters; and all staff members, including administrators, counselors, and teachers receive special training in the area of guidance and are responsible for guiding students through their career cluster requirements.

CAREER GUIDANCE PROGRAM

The program has helped me to obtain a better outlook on life. With the flexibility of the classes and guidance, I've been able to explore different fields to find out what I'm really interested in doing after graduation.

--Jim

Introduction

Jim spends 10 to 30 minutes every morning with a guide (a teacher, counselor, or administrator) who has his cumulative folder including test results and comments. These morning sessions are known as guide groups. Three days a week Jim and his fellow students (approximately 14 others) spend 10 minutes with their guide going over schedules and school business. Two days a week, the guide group is involved not only in schedules and school business, but also in small group discussions related to their personal, educational, or vocational needs.

Each morning, the guide obtains a printout sheet of all those students who have either completed modules or signed up for other modules of the school's curriculum. The guide goes over the printout sheet so that Jim and his fellow students are aware of their status and progress in school. Since there is a daily scheduling procedure, Jim and his guide go to the schedule board to discuss a variety of alternatives within the framework of the career cluster Jim is working on. Jim and his guide decide which modules he needs to complete a particular course and which modules are available to him at that time.

A considerable amount of Jim's time is spent working individually on modules. He can often be found in one of the many resource centers engaged in a quiet and enthusiastic learning situation. Like many other students, Jim takes advantage of the abundant supply of reference materials. He also takes advantage of the availability of his guide's time; that is, Jim sees his guide during regular morning sessions and whenever a need arises.

Hood River Valley High School (HRVHS) students participate in a highly complex yet flexible school plan. As stated in the HRVHS orientation manual,

> ...the educational design for HRVHS has been developed to improve the educational opportunities of the youth it serves through the individualization of instruction. It provides for a completely revised program of secondary education with major emphasis upon designing a learning environment which will enable the individualization of instruction to be achieved. The learning program includes:

1. re-organized curriculum: short 15 hour units called learning modules written with performance objectives.

2. career clusters: 17 clusters (the curriculum is organized around these clusters).

3. diagnosis: receiving of feedback on student-vocational aptitudes, levels of educational achievement, and vocational information.

4. differentiated staffing: instructional roles defined as managerial. The teacher manages material resources, space, time, and human resources. The staff includes: administrators, curriculum coordinators, team leaders, Level I and Level II teachers (learning managers), instructional aides, clerical aides, community associates, interns, and students assistants.

5. facilities: designed to house the program.

6. schedule: flexible whereby the learning manger (teacher) can exercise alternatives regarding how the learner (student) utilizes time.

7. humanization: the learning manager (teacher) has only 20 learners (students assigned to academic adivsement and home-to-school communications).

The Career Guidance Program at HRVHS is an integral part of the total school plan. The purpose of the program is to aid students in establishing realistic goals. The student, the parents, the guide (a staff member), and the guidance resource person (a counselor) constitute a team for planning the individual's future education. This team discusses the student's abilities, interest, and past achievements and focuses on properly placing each student in the relevant module classes so that he will have maximum preparation in his cluster goal. The team also aids the student in choosing a career cluster. In selecting a career cluster goal, a student may select a goal at one of three levels: (1) job entry, (2) vocational/technical training entry, or (3) college entry. Since the determination of educational intentions is an ongoing process, staff members have tried in their cluster concept to meet the needs of the individual students. This ongoing process is based on students demonstrating achievement of performance objectives to their learning managers.

With the consolidation of two high schools, new facilities were designed to house the students. Through staff involvement and participation in designing the new facilities, past instructional practices and trends were studied. The staff hoped that early obsolescence of the new facility could be avoided.

The facilities were structured in such a way as to provide several flexible operations and a more humanized environment. Thus, student learning would hopefully improve.

In this innovative school program, the titles of the staff members have been changed to best fit the school's philosophy as follows:

1. Learning manager: teacher
2. Guide: staff member (administrators, teachers, counselors) responsible for scheduling, advising, and helping an average of 15 guidees
3. Guidee: student in a guide group
4. Guide group: collection of guidees who meet daily with a guide
5. Learner: student
6. Guidance resource person: counselor

The guidance resource persons have developed competencies and interests in one-to-one and small group counseling, placement and financial aids resources, career guidance, and administrating and coordinating the guidance program. All school staff members are active participants in the guidance program. Preservice and inservice training is provided for those staff members acting as guides. Since the guidance program's inception in 1970, staff members have developed a strong sense of commitment to and a close relationship for providing the most effective guidance possible.

Origins of the Projects

The guidance program of HRVHS evolved through careful study and analysis of past instructional practices by HRVHS staff, students, and community members. Planning of the HRVHS reorganization of curriculum, realignment of staff, adaptation of the concept "career clusters" for the total school program, and new facilities began in 1965. The reorganization and curriculum development is still in progress. There was also a realization that each student needed a guide so that the educational program could include life goal settings and continuous progress for all students. The concept of developing career clusters for vocational and educational oriented students was implemented along with the stipulation that career guidance be available to help all students make decisions among those clusters and develop in the one or more they selected.

HRVHS staff members, along with the guidance counselors, devised a variety of planning activities to initiate and design the program. These planning

activities consisted of: (1) writing performance objectives, (2) developing a continuous progress system, (3) developing group processes, (4) acquiring and practicing guidance skills, (5) conducting test interpretation, (6) developing a scheduling system, and (7) making visitations to nearby universities. Inservice training workshops were provided to train the staff in developing counseling techniques and to reorganize the total school plan during implementation of the program. Approximately 22,530 man-hours were devoted to creation of the guidance program. At least as many hours were donated for which there was no financial compensation.

The guidance program is funded 99% by the local district budget. Over the past six years, the district has allocated more than $300,000 with approximately $25,000 budgeted for 1971-72. The district's assistance in providing these funds during the first stages of implementation of the program was a great asset in terms of inservice training, visitations, and curriculum development. The remaining funds come from state and federal special project funds.

Project Development

The coordinator of the Career Guidance Program has the major responsibility for carrying out the goals of the program. The coordinator and the two other guidance counselors are skilled in areas ranging from group facilitation to improving staff relationships. All guidance counselors have responsibility for developing and maintaining close contact with all HRVHS staff members. All school staff members have specified objectives that they must meet to achieve the goals of the guidance program. The guidance counselors function as active resource persons assisting the school staff members to meet their objectives. Each guidance counselor also acts as a resource person for 17 guides who work in turn with 15 students each.

During the first stages of the program, counselors provided a systematic inservice program for the HRVHS staff members. The staff has been trained in interpreting such tests as the Scholastic Aptitude Test, the General Aptitude Test Battery, the Kuder General Interest Survey, and the Ohio Vocational Interest Survey. At intervals throught the academic year, the staff members receive continuous training or familiarization with other test instruments that may be used.

As a result of yearly follow-ups of all graduates, the program focuses on 100% placement of all graudates in settings relevant to their prospective

career clusters. Although the guidance program does not provide a direct job placement service for its students, students are referred to several placement programs in the school such as the Cooperative Occupational Education Program and Distributive Education Program. Both programs cooperate with the guidance program in placing students on jobs relevant to their career clusters.

Current Status of the Project

Target Population and Setting

Hood River Valley High School houses 824 students in grades 10 through 12. All students participate in the Career Guidance Program. About 38% of the students are in the tenth grade, 34.5% are in the eleventh grade, and 27% are in the twelfth grade. The Career Guidance Program also provides orientation activities to 260 ninth grade students who attend the two junior high schools in Hood River.

Approximately 93% of all students participating in the Career Guidance Program are white, less than 1% of the students are Black, 1% have Spanish surnames, 1% are Native Americans, and 5% are Asians. The majority of the 824 students, 60%, come from families whose annual income is between $6,000 and $15,000, (a middle socioeconomic status). About 20% of the students come from families of high socioeconomic status with annual incomes exceeding $15,000, and a similar percentage of the participating students come from families of low socioeconomic status with annual incomes of less than $6,000.

Many students attending Hood River Valley High School are noncollege-bound. For example, after graduation, 32% of HRVHS students will attend a two-year (terminal) college, trade school, or vocational or technical program; 17% will take a job; and 5% will enter the Armed Forces. Approximately 25% of HRVHS students are college-bound and plan to work on at least a baccalaureate degree on completion of high school. The remaining 20% of students are undecided about their vocational or educational goals.

Approximately one-half of HRVHS students come from the town of Hood River, and the other half come from rural farm areas immediately surrounding Hood River. The principal industry of Hood River County is agriculture and the producing and processing of agricultural products. Another prime industry is lumbering and the manufacturing of wood products.

Goals and Objectives

The overall goals of the school program in general, and career guidance in particular, are to allow students to: (1) develop learning skills and acquire the basic knowledge necessary for performance within society; (2) pursue interests and aptitudes leading to the development of an in-depth competency based on aptitudes, interests, and needs--certifying students' readiness for placement beyond high school (college, vocational/technical training, or job entry); and (3) progress at their best rate and employ their most effective learning style according to the task in which they engaged. Students are referred to as learners. Performance outcomes are:

1. The learner will participate in the selection of learning experiences based on diagnosed evaluation of readiness and needs according to aptitudes, interests, and career goals.
2. The learner will have the opportunity to progress at a pace consistent with his learning rate.
3. The learner will utilize media appropriate to his learning style.
4. The learner will have the knowledge of what the learner task is, and what alternatives are available to him.
5. The learner will attain the highest degree of a self-motivated and responsible individual that his capacities will permit.
6. The learner will be an active participant in the learning process.
7. The learner will form concepts through interaction with other pupils and teachers in small groups efficient in size and leadership.
8. The learner will learn how to adjust and adapt to environmental changes.
9. The learner will learn the processes of responsible participation in a democratic society.
10. The learner will achieve relative competencies in the skill area of reading, computations, and communication in relation to his own abilities.
11. The learner will be involved in the diagnosis and evaluation of his learning process.

Project Staff

Hood River Valley High School's Career Guidance Program employs three fully credentialed counselors. All counselors receive inservice training

in career guidance from personnel affiliated with Portland State University. The counselors have high interests and competencies in facilitating small groups and in developing and maintaining effective relationships among other staff members. Counselors of the guidance program are qualified in group facilitation skills, one-to-one counseling, supplying placement and financial aids resources, providing career guidance, and administrating and coordinating the guidance program.

Guidance counselors of the program perform a variety of duties. They:

1. Assist guides (staff members responsible for scheduling, advising, and helping approximately 15 students) in activities by acting as guidance resource persons.
2. Communicate attendance procedures to students and parents.
3. Confer with students on learning, discipline, and personal problems.
4. Consult with the Guidance Director on outside referrals.
5. Assist students in establishing placement goals and coordinate student placement.
6. Coordinate student financial aid applications for higher education.
7. Provide instruction in mental health and other areas involving human behavior.
8. Serve as consultants to staff by assisting them in developing career information performance objectives and learning activities in their modules.
9. Maintain records of skill levels achieved by students.
10. Review and recommend senior students' progress for meeting graduation requirements.
11. Serve as guides to learners (students) assigned to them.

About 46% of the counselor's time is devoted to individual or small group counseling with students. Understanding and responding to students needs are integeral parts of the counselor's functions. Emphasis is placed on competence in the areas of diagnosis, evaluation, and communication--establishing effective relationships with students. The remaining time is devoted to supportive services that enhance the counseling of youth such as serving as a community liaison person, consulting with other educational personnel, and interpreting tests.

There are also a guidance secretary and clerical assistant in the program. They serve as paraprofessionals, and 80% of their time is devoted to performing administrative duties in support of the counselors and assisting the counselors when counselors work directly with students. The remaining 20% of their time is spent working directly with students outside the class. On a weekly basis, paraprofessionals receive training in the areas of testing and group process. The paraprofessionals either have prior job experience in fields other than education or completed special training before joining in the Career Guidance Program.

All staff members act as guides. Guides are responsible for scheduling, advising, and helping approximately 15 students. Specific performance requirements must be met by each guide. They assist each guidee in goal setting and making day-to-day decisions, help motivate students, and communicate with the parents. Performance requirements are:

1. Keep standardized records of guidee progress.
2. Help guidee establish cluster goals.
3. Communicate guidee progress to parents, learners, and involved staff by means of daily announcements, grade reports, absence reports, and consultation.
4. Identify and communicate self-defeating behavior of a guidee.
5. Understand standardized tests.
6. Facilitate involvement of guidee in the school through group and individual activity.
7. Act as resource person (career information).

Both students and guides are encouraged to discuss their problems and concerns with the guidance resource person.

Student Activities

As an initial step in the guidance program, a student needs assessment is performed to obtain information needed to guide students in selecting the career cluster relevant to their needs. The guidance counselors hold individual counseling sessions with students during the ninth grade. The students, parents, and counselors determine the students' postgraduate entry levels (job, college, or technical/vocational), the major coursework they will pursue while a HRVHS, and their interest areas.

The Career Guidance Program offers a variety of educational and vocational materials to students at HRVHS. These materials provide students with career information on job requirements, advantages and disadvantages of specific jobs, and requirements for colleges. Many of the materials are incorporated into the relevant career instructional modules of the 17 career clusters and are available to students at any time. The guides also use many of these materials in their daily guide periods.

Counselors and guides have close contact with students (students receive more than 100 minutes per week of guidance). Within their guidance classes during the morning sessions, students participate in small group interactions discussing school problems and concerns. Individual counseling sessions that supplement these classes consist of personal assessment for student cluster selections and any other school or personal problems that may arise. Student activities vary tremendously according to their career clusters, guides, and teachers. Students sign up for modules relevant to their career clusters and work on each module under the supervision of a learning manager. When a student demonstrates to the learning manager that he has met the performance objectives of the module, he progresses to other modules contained in the career cluster of his choice.

Facilities, Materials, and Support

Students at HRVHS complete a variety of modules designed to fulfill the 17 career clusters. Many of the modules are designed by school staff members. In addition, the guidance program staff has designed several modules to aid HRVHS students in preparing for training beyond high school. Students not only complete the necessary steps in applying for colleges, community colleges, or vocational/technical schools, but they also receive individual, personalized counseling from their guide and the guidance counselors. This counseling includes discussion of topics such as: career choice, choosing the right school and job opportunities.

The guidance program also provides students with the use of the Occupational Information System, printed in 1972 by Career Information System of the University of Oregon. This system consists of a deck of needle-sort cards which students use to identify occupations which they can explore later while using computer printouts, a loose-leaf notebook summarizing various publications on occupations, and a cassette player and tapes of interviews with workers in different jobs. Therefore, the Occupational Information System provides a library of occupational facts and a variety of tools for obtaining these facts. The files are updated continously by the Career Information System's research staff.

The guidance counselors train the guides in group process skills and techniques. They use a "Group Process Facilitator Booklet" consisting of more than 100 facilitation techniques that guides can implement in their small group interactions. "An Operational Plan" is a booklet provided to give detailed descriptions of every staff member's job, general objectives, and desired outcomes for students.

Community Involvement

Major community involvement comes in the areas of providing students with on-the-job experience relevant to their career goals. That is, businesses such as the telephone company and small retail stores provide students with the job experience they need to obtain higher skill levels or more detailed skills that the school cannot possibly provide. There has also been repeated approval of local school budgets by the Hood River community to support the goals of the school plan. Interested citizens have devoted many hours of volunteer work such as serving as members of community advisory committees.

Impact and Evaluation

The district played a vital part in designing and implementing the Career Guidcance Program. The district consulted regularly with the operational education staff from the Oregon Board of Education and Oregon State University. Funds for staff inservice training were also made available through the school district. Regular visitations to HRVHS were deemed necessary by the district focusing their attention on the curriculum development and providing the necessary support for total operation of the program.

There seems to be a general consensus among staff members and students that a positive and effective relationship has developed among them. Counselors and teachers provide students with daily feedback on their progress in school thus helping to motivate students. Guides are also preceived as "models" of social reinforcement and humanizing contact. There appears to be a feeling among staff members that students seem to be more concerned about attitudes and behaviors than in past years. Several staff members cite the following as an example of students' behavioral changes: Several students coming from surrounding schools had poor attitudes toward school, staff, authority, and rules and regulations. With continued support and maintainance of an effective rapport, counselors and guides introduce these students to a variety of activities. These students show considerable progress in changing their attitudes and behavior towards past obstacles. The fact that the Career

Guidance Program focuses on goal-oriented and continous progress has helped students to see that it is possible to succeed with their aspirations.

The Career Guidance Program was developed and implemented at the senior high level, but is gradually being implemented at other school levels. At present, the junior high school and one of the two elementary schools have guides. The Career Guidance Program is also being implemented at another senior high school, Cascade Locks, in the same district.

Although the evaluation aspect of the guidance program has not been as extensive as the staff would like it to be, there have been several follow-up studies within the past years. The follow-up studies have helped the guidance staff identify problems in the program. Yearly follow-up studies are conducted for all graduates to find out if they are doing something related to their career cluster choice. Results of one study conducted by the HRVHS staff and guidance counselors (October 1972 survey) showed that students feel more guidance is available to them than was the case one and one-half years ago. Students were impressed with receiving more attention from their guides, and indicated guides really cared about guidees. Briefly summarized, student response toward the guidance program indicated that: (1) the school offers a better guidance program than other school students had attended, (2) the guide system is moderately effective, (3) students feel free to express opinions in guide groups, (4) individual attention is almost always given, and (5) guides show concern toward the student as a person most of the time.

The career guidance counselors also assess attitudes from a random sample of HRVHS students. The staff is currently engaged in evaluating the group process modules in which all students participate. Visitors to the school site also take an active part in helping the staff to assess the program.

There is a recognized need for improving analysis and evaluation of the program since analyses to date have been of staff and students' reactions to the program. However, basic ingredients for improvement are available through a list of evaluation criteria for guidance. With these, guidance counselors can evaluate themselves against their own objectives. These criteria are.

1. Be assigned a division of guides and assist guides in guide activities by acting as a guidance resource person:
    a. Consult on learning problems of the guidee as requested by guide.

b. Recommend instructional strategies to meet individual needs of learners.

c. Review guide records biweekly during the first two months of school, and thereafter on request of the guide and when specific information is needed. Example: senior progress at semester and twice during the last month of school.

2. Communicate with learners and their parents according to district and Hood River Valley High School attendance procedures.

3. Conference with learners on request of learner or guide in regard to learning, discipline, and personal problems.

4. Consult with Guidance Director on all cases where outside referral may be required. Outside referrals should be in accordance with district procedures.

5. Assist learners in establishing placement goals and coordinate placement of learners with the counselor responsible.

6. Coordinate learner financial aid applications for higher education with the counselor responsible:

   a. Diagnose aptitudes, interest, and achievement of all learners and assist learners in conjunction with learner's parents in the establishment of a career preparation goal as an ongoing process.

   b. Through the use of standardized or special tests and follow-up studies, assist the Associate Principal for Operations in measuring the effectiveness of the Hood River Valley High School educational program.

   c. Diagnose readiness of learners desiring entry into a baccalaureate program through the administration of standardized college entrance exams.

7. Provide instruction in mental health and other areas dealing with human behavior, not to exceed 20% of time allotted.

8. Through the use of a community career information resource file, information from the Department of Labor, and career information pamphlets, provide information for the use of learners and develop a program for its use. Serve as a consultant to staff and assist them in developing career information performance objectives and learning activities in their modules.

9. Maintain records of skill levels achieved by learners following graduation or leaving school.

10. Review and recommend senior progress for graduation.

11. Serve as a guide to learners assigned.

Future of the Project

One focus for the future of the Career Guidance Program will be further support and training for guides. Guidance counselors feel that guides should engage in a variety of activities to strengthen their effectiveness as guides. A group facilitation booklet is now used to assist guides; hopefully more activities in all phases of guidance will be implemented.

Another area of concentration will be developing effective approaches to evaluate the program. In the past, only follow-up studies and surveys have been conducted. Although they provide relevant data, there is room for more thorough investigation and evaluation of the program, its impact on the total school plan and students' careers, and, specifically, determination of whether the program is achieving its goals. Program staff hope that avenues will be opened to provide them with a clearer picture of both the effectiveness of their activities and areas of improvement.

Conclusions

The AIR representatives were impressed with the students in terms of their ability to proceed through such a flexible and innovative total school plan at HRVHS. Several students indicated that the guidance program had been beneficial to them in terms of helping them to develop decision-making skills. Most impressive was the fact that they perceived that guidance was available whenever it was needed. Because of the training that guides receive and the way the program is managed, time is not spared for guidance. Rather, guidance is the main function and purpose of the program and is available at all times. Counselors and staff members in the Career Guidance Program seem to feel that their ability effectively to establish close relationships with students has been a great asset toward achievement of the program's goals. At the same time, they express a desire for more training for the guides.

It is apparent that the main ingredient of the Career Guidance Program is the dedication of its staff members. Guidance counselors seem to be working hard to make needed changes in the program. The program staff seem to be continually looking for ways to improve activities, provide students with a more in-depth experience with and exposure to the world of work, and specifically strengthen its approaches to meet program objectives.

The program's goals appear to be clearly and consistently perceived by the total school staff, district, and community. It is recognized that students need guidance in developing decision-making skills and exposure to the world

of work. The general consensus was that the program has made a positive impact on its students and that staff members were using the available resources necessary to implement the school's philosophy. Also evident is the fact that staff in the guidance program and HRVHS work together as a team to achieve the district's philosophy.

Transportability

Many of the Career Guidance Program's materials can be used in other schools. These materials include the "Operational Plan," which presents a clear picture of the program's philosophy, goals, and objectives; and job descriptions of all staff positions. The "Group Process Facilitation Booklet" provides more than 100 facilitation techniques for the guidance counselors to train the guides. Also available are several group process modules and health occupation modules.

Replication of the HRVHS's Career Guidance Program would require careful consideration of the unique features of the guidance program and the total school plan. HRVHS has a small student population (824) compared with those of many other high schools. Because of the small student population, the school is able to implement a highly flexible and individualized curriculum for the entire student body. Another important aspect in replicating the program is that guidance counselors must be competent in many areas if they are to train other school staff members to develop guidance techniques. All of the school staff, if they are to participate in the guidance program, will need this training.

As with other programs, funding sources need to be extensively reviewed before implementation of the program. HRVHS's funding comes mainly from the school district, but the district is small with only one high school. Many avenues of funding sources need to be explored for such programs. Evaluation techniques must also be designed to obtain the maximum amount of information on a guidance program. The coordinator expressed concern over past evaluation activities and techniques. The design of specific data collection and analysis strategies and evaluation techniques are undergoing improvement. Empirical data on youth progress have not been available through the Career Guidance Program. In the past, evaluation criteria for guidance were set up for school accreditation, and staff and students evaluated themselves against their own objectives. The guidance staff feels that a more formalized evaluation procedure is needed.

PROGRAM OUTLINE

Goals:	Students will develop learning skills and acquire the basic knowledge necessary for performance within society. Students will pursue interests and aptitudes leading to the development of an in-depth competency based on aptitudes, interests, and needs--certifying students' readiness for placement beyond high school (college, vocational/technical training, or job entry). Students will progress at their best rate and employ their most effective learning style according to the task in which they are engaged.
Students Served:	824 students in grades 10 through 12, which is the total school population of HRVHS. Approximately 93% are white and the remaining 7% are Asians, Blacks, and Native Americans. The majority of students are of middle socioeconomic status, and 75% are noncollege-bound. At least 100 minutes per week of guidance are provided.
Staff:	There are three fully credentialed counselors, one guidance secretary, and one clerical assistant. In addition, all other school personnel (administrators and teachers) are trained to be guides. Guides are responsible for scheduling, advising, and helping approximately 15 students each.
Funding Sources:	Some 99% of the program's funding is through local district budget. The remaining is from state and federal special project funds.
Materials, Equipment, Facilities, and Support:	Community support--provide students with job experience relevant to their career goals. District support--provide 99% of funding and in-service training for program staff and other school staff members. School curriculum is developed by staff members written in the form of modules. Career information is incorporated into the curriculum because the total curriculum is clustered into 17 career clusters.
Student Activities:	Student needs assessment is done to help a counselor guide students in selecting his career cluster; there are also individual counseling sessions, daily guide group classes.

Contact Persons:

Mr. Lee Brittenham, Coordinator of Guidance
Career Guidance Program
Hood River Valley High School
Route 5, Box 2770
Hood River, Oregon 97031

Mrs. Virginia Hosford, Guidance Counselor
Career Guidance Program
Hood River Valley High School
Route 5, Box 2770
Hood River, Oregon 97031

Available References:

Hood River Valley High School "Operational Plan," 1972-73.

"Welcome to Hood River Valley High School"

"Inter-Disciplinary Articulation," HRVHS, Marv Harmon, Project Designer

"Group Process Facilitation Booklet"